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ASSIGNMENT BOOKLET 1B

Grade One Thematics
Module 1B: Days 10 to 18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One

Thematic Module 1B



Assignment Booklet 1B



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This product is the result of a joint venture with the following contributors:



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Grade One Thematic
Assignment Booklet 1B
Module 1B: On with the Show!
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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GRADE ONE THEMATIC ASSIGNMENT BOOKLET 1B

LEARNING TASKS

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

REPORTING STUDENT PROGRESS

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

DIRECTIONS FOR HOME INSTRUCTOR AND STUDENT

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for you is in one type style. Text for you and the student is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1 Printing Tt


Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

upstairs
main floor
basement

10



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Day 10

Colour Wheel

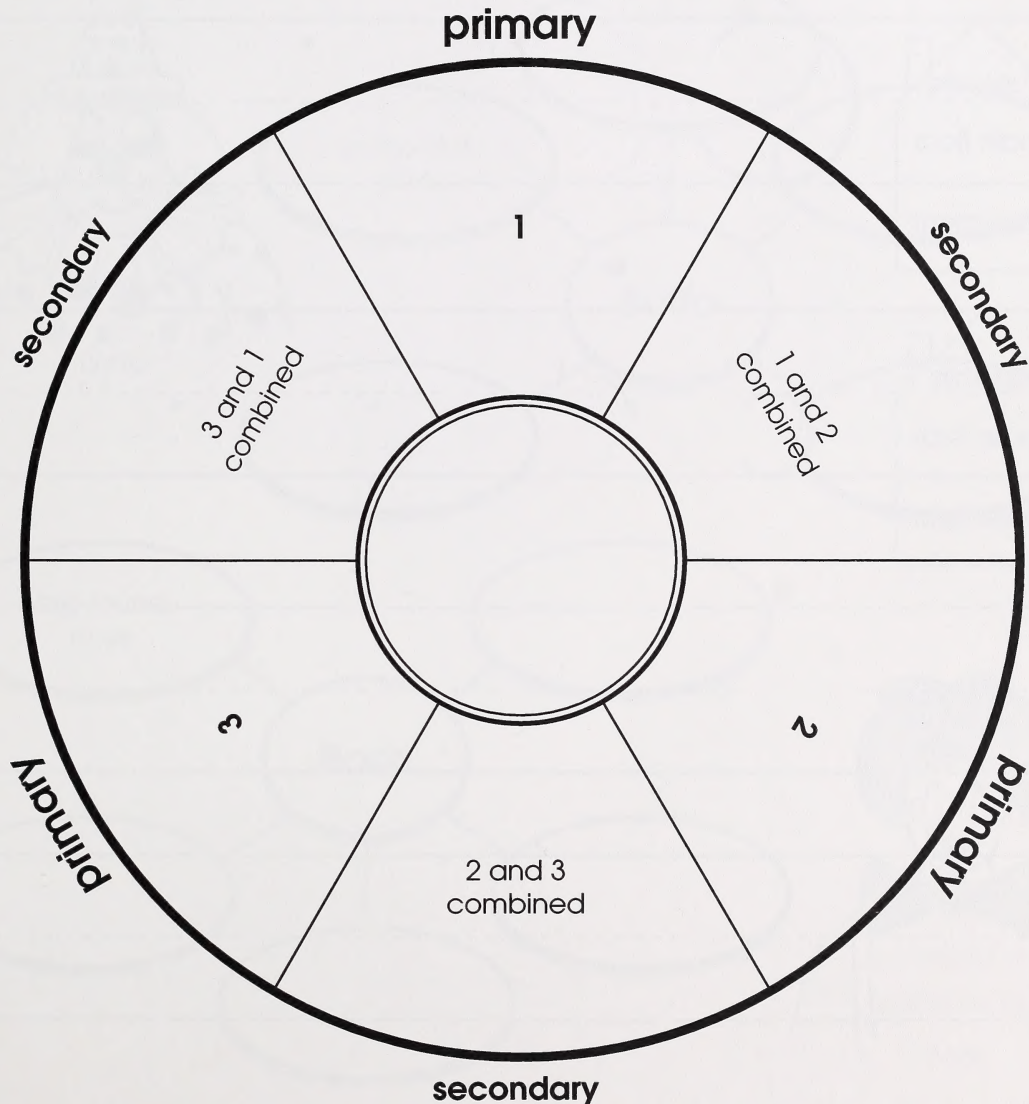
Colour each section to match the numbers below.

Do the primary colours first. Then do the secondary colours.

1.  red

2.  yellow

3.  blue

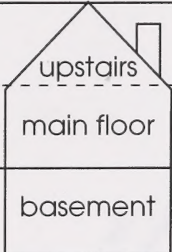


Day 10

Printing Cc

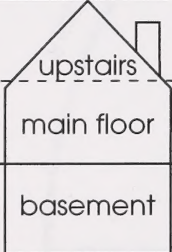
Trace over the first dotted **C** or **c** in each line. Then print the letters on the lines that follow.

Pay attention to where to start the letters and which direction to go. Use the arrows as guidelines for direction and sequence.



upstairs
main floor
basement

C C



upstairs
main floor
basement

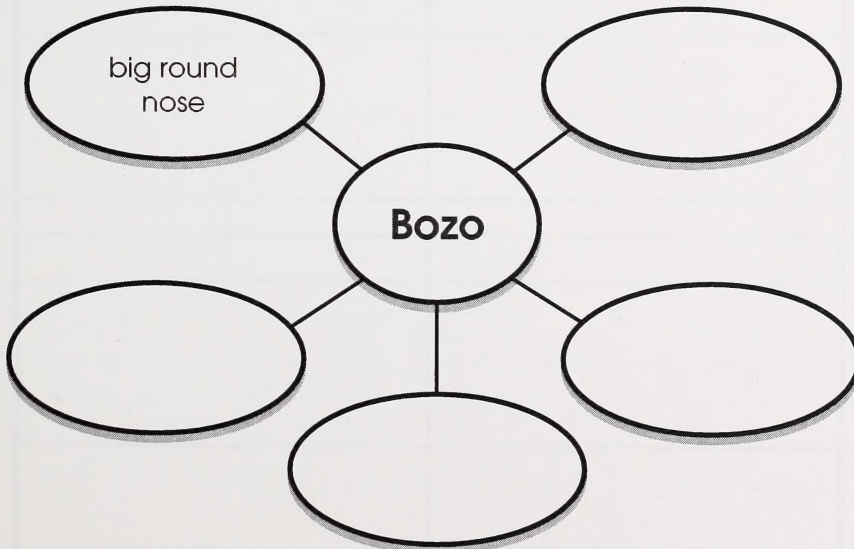
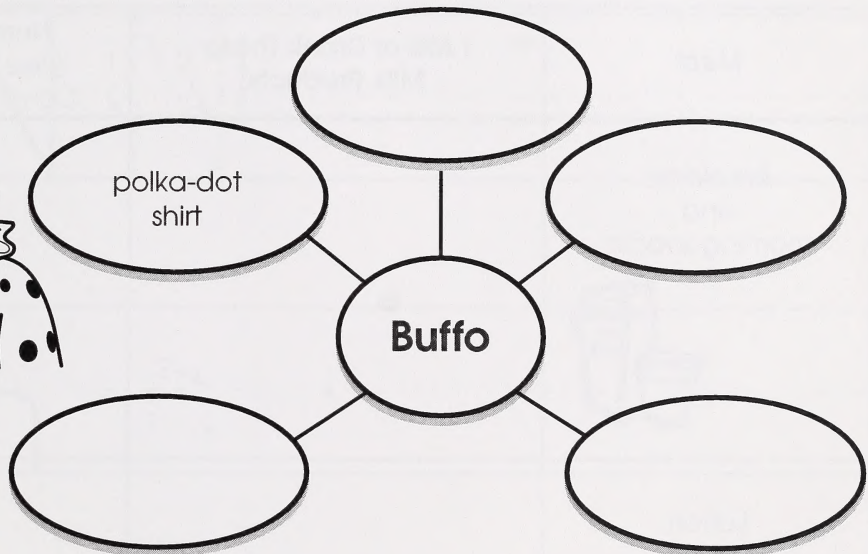
C c

Day 10

Clown Web Chart

Compare the two clowns below. Two answers have been done for you as examples.




Print the details on the web chart as the student says them.



Day 10

Milk Products

Use the second page of *Canada's Food Guide* to determine the number of milk product servings your student has consumed so far today. Complete the chart after the evening meal and snacks.

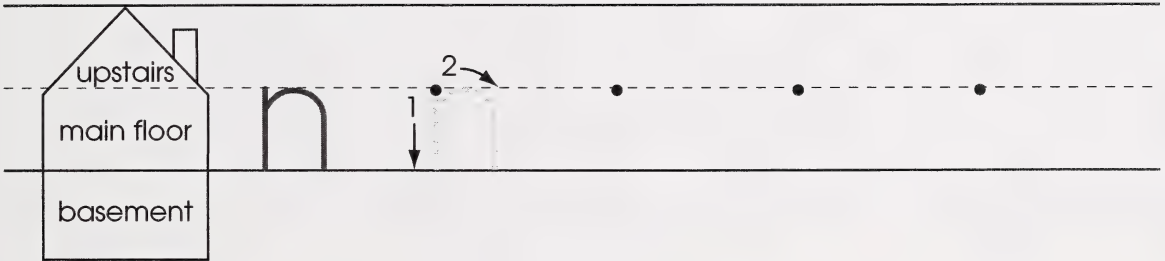
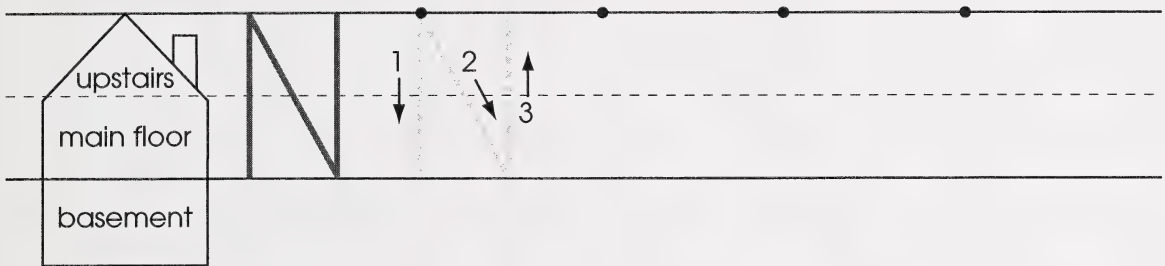
Meal	I Ate or Drank These Milk Products	Number of Servings (See second page of <i>Canada's Food Guide</i> .)
Breakfast and morning snacks 		
Lunch and afternoon snacks 		
Dinner (Supper) and evening snacks 		

Day 11

Printing Nn




Trace over the first dotted **N** or **n** in each line. Then write the letters on the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



Day 11 Meat and Alternatives

Record which foods the student has eaten so far today, and complete the chart after the evening meal and snacks.

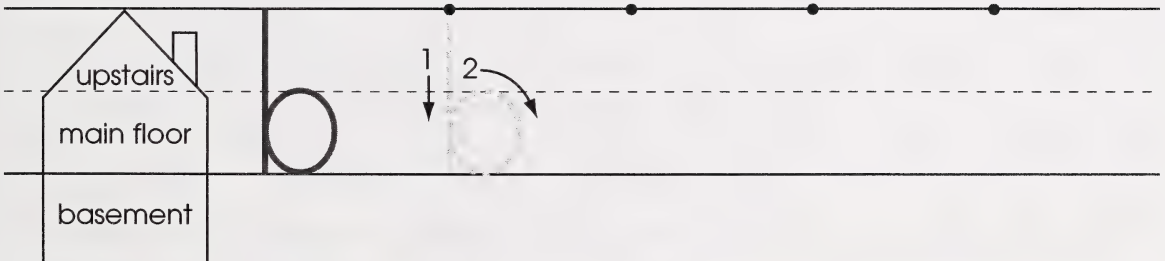
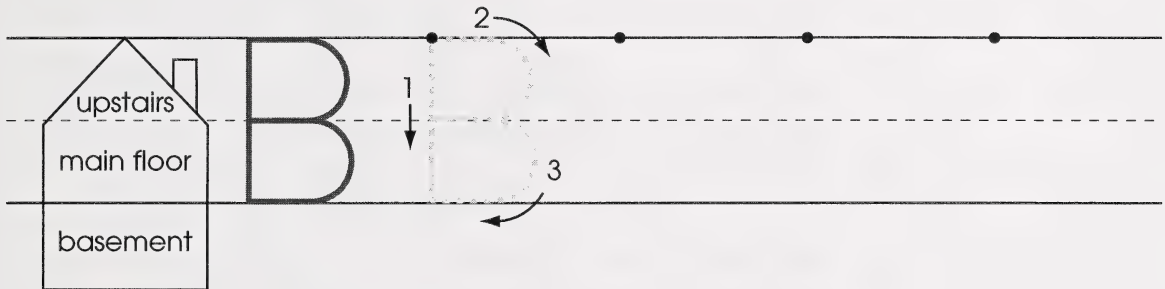
Meal	I Ate These Meats or Alternatives	Number of Servings (See second page of <i>Canada's Food Guide</i> .)
Breakfast and morning snacks 		
Lunch and afternoon snacks 		
Dinner (Supper) and evening snacks 		

Day 12

Printing Bb

Trace over the first dotted **B** or **b** in each line. Then print the letters on the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



Four sets of handwriting lines (top, middle dashed, and bottom) for independent practice of the letters B and b.

Day 12

Learning Log

Home Instructor's Comments

What have you observed about your student's developing skill in and attitude toward reading? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows curiosity about the print in books |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • role-plays being a reader, for example, adopts reading position, reads pictures, reads from memory |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sometimes chooses to read independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to sound out some words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks about what may happen next in a story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of some print conventions, such as capital letters, periods, and reading from left to right |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sometimes chooses to read at Sharing Time |

Add any further comments or questions about your student's reading development.

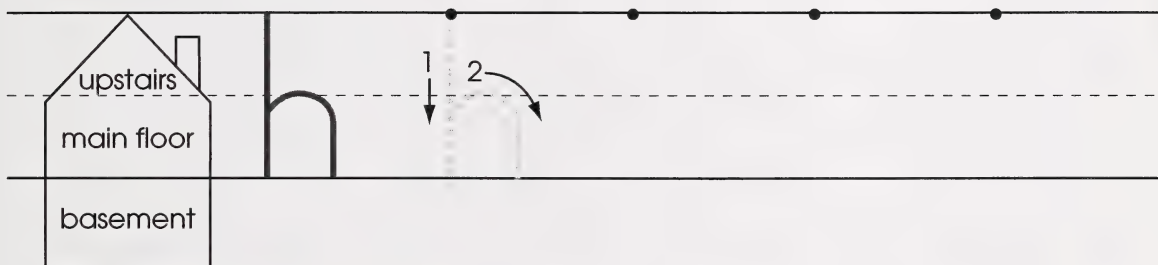
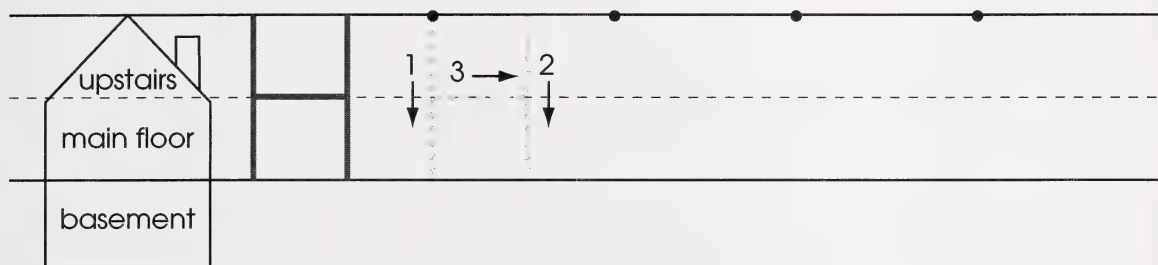
Student's Thoughts

Day 13

Printing Hh

Trace over the first dotted **H** or **h** in each line. Then write the letters on the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



Day 13

Learning Log

Home Instructor's Comments

What have you observed about your student's developing attitude and knowledge in science?

Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows curiosity about shadows |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks <i>why</i> questions when experimenting with shadows |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys talking about the experiments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows awareness of safety when handling light source |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • looks closely and guesses what will happen to shadows when objects are rotated or moved |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to explain own thinking about the shadow activities |

Add any further comments or questions about your student's involvement and interest in scientific matters.

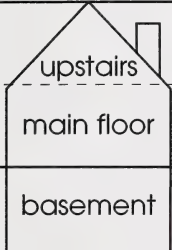
Student's Thoughts

Day 15

Printing Rr

Trace over the first dotted **R** or **r** in each line. Then write the letters on the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.




upstairs
main floor
basement

R

1 2 3

Tracing guide for uppercase R with numbered arrows showing stroke order: 1 (vertical down), 2 (curved top), 3 (diagonal down).



upstairs
main floor
basement

r

1 2

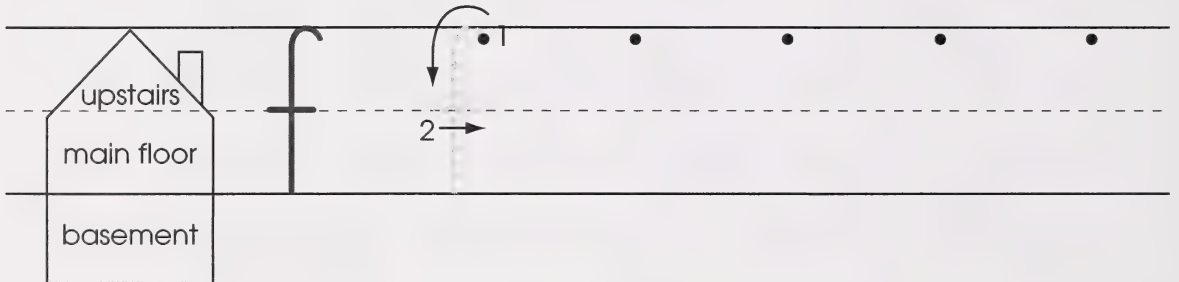
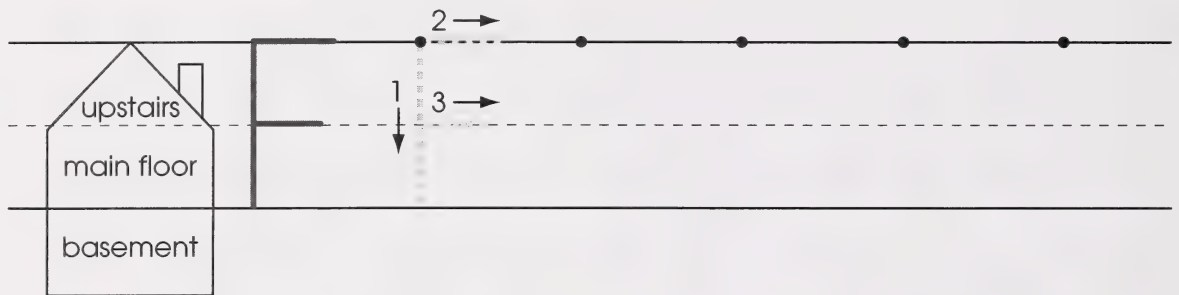
Tracing guide for lowercase r with numbered arrows showing stroke order: 1 (vertical down), 2 (curved top).

Day 16

Printing Ff

Trace over the first dotted **F** or **f** in each line. Then write the letters on the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



Day 16

Learning Log

Home Instructor's Comments

What have you observed about your student's developing abilities in listening and responding to music?

Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of beat and rhythm when listening |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use simple rhythm instruments to keep the beat |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • responds to music through body movement |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers and sings simple tunes |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • easily distinguishes high and low sounds |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • chooses to listen to music in own time |

Add any further comments about your student's response to music.

Student's Thoughts

Day 17 Word Recognition Test

Use the cards from your student's word boxes to test immediate recognition of these words. Check ☒ each word that the child can read by sight.

☐ I☐ and☐ the☐ can☐ do☐ she☐ see☐ he☐ or☐ a☐ be☐ little☐ an☐ me

Colour words are presented here for review. Check ☒ each word that the student can read by sight.

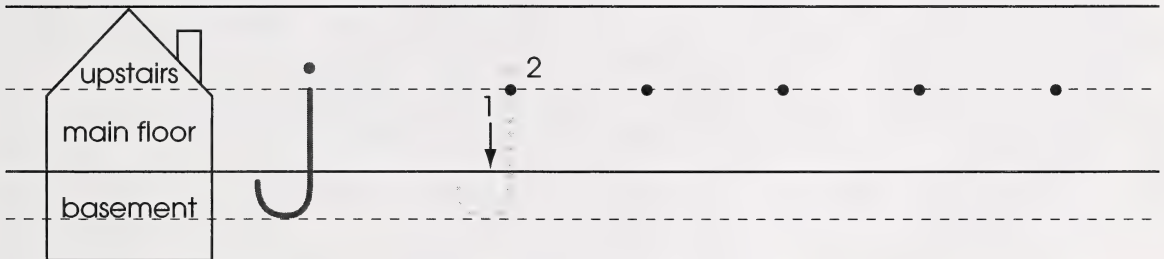
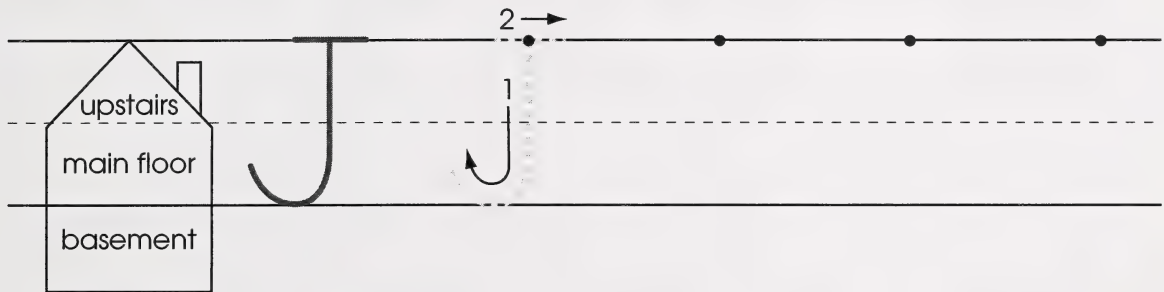
☐ blue☐ orange☐ white☐ red☐ purple☐ black☐ yellow☐ green☐ brown

Day 17

Printing Jj

Trace over the first dotted **J** or **j** in each line. Then write the letters on the lines that follow.

Draw the student's attention to the lower case **j**, which extends down into the "basement" and then curves back up toward the "main floor." Remind the child that the dot is part of the letter and must not be left out. Use the arrows and numbers as guidelines for direction and sequence.



Day 18

Learning Log

Home Instructor's Comments

What have you observed about your student's general development and learning in this module? Complete the following checklist. Additional comments are important to the teacher, so space is provided for them.

Check **yes** or **not yet**.

Calendar

- | | | |
|------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the days of the week |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • points to the date on the calendar |
-
-
-

Physical Education

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys physical activity |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • participates willingly in a physical break |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of physical activity for health and fitness |
-
-
-

Writing

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly does drawing and writing activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to sound out words when writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • refers to charts and the <i>Collections Writing Dictionary</i> for help in spelling |
-
-
-

Day 18

Learning Log (continued)

Phonics and Printing

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes all letters studied |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • gives sounds of all letters studied |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • does phonics pages independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints using unlined paper |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints using lined paper |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints letters without copying |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds pencil correctly (Refer to Day 2 of this module.) |
-
-
-

Reading

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can read the words in the word bank |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes some words by sight in books |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes some environmental print such as signs and labels |
-
-
-

Student's Thoughts

Grade One Thematic Assignment Booklet 1B

Module 1B: On with the Show!

Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

- ☐ Thematic Assignment Booklet 1B (Ensure that all assignments and Learning Logs are complete.)

Day 10

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 49 and 50
- ☐ Writer's Workshop activity (At the circus, I can see . . .)
- ☐ painted clown project

Day 11

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 39 and 40
- ☐ Journal Writing page (a personal skill)

Day 12

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 11 and 12
- ☐ invisible journal writing

Day 13

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 15 and 16
- ☐ Writer's Workshop (shadow poem)

Day 14

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 13 and 14
- ☐ Ss, Tt, and Bb printing sheets
- ☐ Journal Writing page (shadows)

Day 15

☐ *Level A: Modern Curriculum Press Phonics*, pages 51 and 52

Day 16

☐ *Level A: Modern Curriculum Press Phonics*, pages 29 and 30

☐ musical painting project

Day 17

☐ invitation or program for grand finale

☐ *Level A: Modern Curriculum Press Phonics*, pages 27 and 28

☐ colour experiment

Day 18

☐ printing dictation page

☐ *Level A: Modern Curriculum Press Phonics*, pages 21–22 and 23–24

☐ photographs or video of your grand finale (optional)

THE GREAT GATSBY
PART I
CHAPTER I
Jay Gatsby

It was on a sweltering afternoon in June, the first of the long, hot days of the summer, that I first met Jay Gatsby. He was standing in his mansion on West Egg, looking out over the bay at the old mansion of the Vanderbuys.

He was a man of about thirty, with a thin, elegant build, and a face that was as pale as paper. He was wearing a white tuxedo, and his hair was combed back. He was looking at me with a steady, intense gaze.

"What a beautiful day," he said, his voice soft and smooth. "The weather is just what we need. It's a shame that the old mansion is so empty. I wish I could fill it with people like you."

I looked at him for a moment, trying to catch a glimpse of the man behind the mask. But his face was so perfectly controlled, so perfectly calm, that I could see nothing.

"I am a man of many interests," he said, his eyes fixed on me. "I like to know the people who are the most interesting. I like to know the people who are the most successful."

"I am a man of many interests," he said, his eyes fixed on me. "I like to know the people who are the most interesting. I like to know the people who are the most successful."

"I am a man of many interests," he said, his eyes fixed on me. "I like to know the people who are the most interesting. I like to know the people who are the most successful."